

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<b><u>10.58.503 ART K-12</u></b>		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
	<del>(a) develop competence and a working vocabulary in:</del> <u>a) study and engage in the processes of art making involving traditional and contemporary studio approaches, concentrating in one or more studio area;</u>	
	<u>b) engage in inquiry into the history of art, enabling them to acquire knowledge of the cultural context in which artworks have been created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;</u>	



	<u>c) develop abilities to critically see and respond to the qualities within artworks, both in the process of creating their own artworks and in observing the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written language; and</u>	
	<u>d) engage in philosophical considerations about how we debate and ascribe artistic value, and ability to participate in such aesthetic discussions orally and in writing.</u>	
(i) art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms;	<del>(i) art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms;</del>	
(ii) art history and heritage through developing the ability to understand and appreciate works of art from different cultures, places, and times, to include Montana American Indians;	<del>(ii) art history and heritage through developing the ability to understand and appreciate works of art from different cultures, places, and times, to include Montana American Indians;</del>	
(iii) art criticism through developing the ability to analyze and evaluate the structure and significance of works of art	<del>(iii) art criticism through developing the ability to analyze and evaluate the structure and significance of works of art and to make reasoned interpretations</del>	



and to make reasoned interpretations and judgments about their meaning; and	<del>and judgments about their meaning; and</del>	
(iv) aesthetics, including sensory perception, and the study of the nature and experience of the arts;	<del>(iv) aesthetics, including sensory perception, and the study of the nature and experience of the arts;</del>	
(b) use appropriate technologies as tools of expression, research, and assessment;	<del>(b) use appropriate technologies as tools of expression, research, and assessment;</del>	
(c) comprehend and appropriately use copyright and patent laws in relation to original art works and reproductions;	<del>(c) comprehend and appropriately use copyright and patent laws in relation to original art works and reproductions;</del>	
(d) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media;	<del>(d) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media;</del>	
(e) demonstrate an understanding of:	<del>(e) demonstrate an understanding of:</del>	
(i) the stages of development as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age appropriate;	<del>(i) the stages of development as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age appropriate;</del>	
(ii) the necessity of creating an environment of empathy, tolerance, and emotional safety in the art classroom;	<del>(ii) the necessity of creating an environment of empathy, tolerance, and emotional safety in the art classroom;</del>	
(iii) the health and safety aspects of studio work, including materials, tools, equipment, classroom design, and procedures;	<del>(iii) the health and safety aspects of studio work, including materials, tools, equipment, classroom design, and procedures;</del>	



(iv) budgeting and purchasing; and	<del>(iv) budgeting and purchasing; and</del>	
(v) censorship issues and their complexity;	<del>(v) censorship issues and their complexity;</del>	
f) develop and use assessment strategies for evaluating student progress and accomplishments in the visual arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;	<del>f) develop and use assessment strategies for evaluating student progress and accomplishments in the visual arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;</del>	
(g) connect art with other disciplines; and	<del>(g) connect art with other disciplines; and</del>	
(h) introduce career opportunities in art and art related fields, and encourage and advise students about postsecondary options.	<del>h) introduce career opportunities in art and art related fields, and encourage and advise students about postsecondary options.</del>	
	<u>e) study historical and contemporary theories of art education curriculum and instruction, enabling them to reflect on and refine their art education practices;</u>	
	<u>f) develop their understanding of the philosophical and social foundations of the inclusion of art in general education;</u>	



	<u>g) study the cognitive, emotional, moral, physical, social, and artistic development of children, adolescents, and young adults;</u>	
	<u>h) have experiences supervised by visual arts specialists in a variety of classroom settings;</u>	
	<u>i) develop curricula and pedagogy in a variety of formats, incorporating best practices in teaching methods, materials, and other resources appropriate for a variety of educational settings, levels of art education, and populations--on the continuum from severe disability to extraordinary potential;</u>	
	<u>j) create classroom environments that foster effective art instruction;</u>	
	<u>k) develop collaborative skills and practices of interdisciplinary curriculum and instruction;</u>	
	<u>l) develop assessment methods appropriate to the various artistic outcomes that they develop in their students, their own teaching and curriculum development, and the art program/s within which they work;</u>	



	<u>m) understand the importance of arts education and develop the skills to effectively advocate for its importance to students, teaching colleagues, school administrators, parents, and public agencies; and</u>	
	<u>n) develop habits of continuing self-evaluation and professional development.</u>	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

